title II
highereducationact

News You Can Use

Title II of the *Higher Education Act of 1965 (HEA),* as amended in 2008 by the *Higher Education Opportunity Act,* requires states to report annually on key elements of their teacher preparation programs and requirements for initial teacher credentialing, kindergarten through 12th grade. *Title II News You Can Use* is a series of issue briefs on key data collected through the Title II *HEA* data collection. This issue brief provides information on the characteristics of Teacher Quality Partnership grants.

Teacher Quality Partnership Grants

The Teacher Quality Partnership (TQP) grant program is a competitive grant program available to partnerships of institutions of higher education (IHEs) and high-needs school districts. Authorized under the *Higher Education Opportunity Act of 2008,* the program is intended to increase student achievement by:

1. improving the quality of prospective and new teachers by improving teacher preparation and professional development activities for new teachers;
2. holding teacher preparation programs accountable for preparing highly qualified teachers; and
3. recruiting highly qualified individuals—including minorities and individuals from other occupations—into the teaching profession.

> *Teacher Quality Partnership grants intend to increase student achievement by improving the quality of teacher preparation.*

Number of Teacher Quality Partnership Grants by State

State	FY 2009	FY 2010	FY 2014	Total
Arizona	1	0	1	2
California	**5**	**1**	**7**	**13**
Colorado	0	1	2	3
Delaware	0	0	1	1
Georgia	2	0	1	3
Iowa	0	1	0	1
Illinois	**3**	**2**	**2**	**7**
Indiana	1	0	0	1
Kansas	2	0	0	2
Kentucky	1	0	0	1
Louisiana	1	0	0	1
Massachusetts	0	1	1	2
Missouri	1	0	0	1
North Carolina	1	1	1	3
New Jersey	2	0	2	4
New Mexico	0	1	0	1
New York	**3**	**1**	**3**	**7**
Ohio	1	0	0	1
Pennsylvania	0	0	1	1
South Carolina	1	0	0	1
South Dakota	1	0	0	1
Tennessee	0	0	1	1
Texas	1	1	0	2
Virginia	1	1	1	3
Washington	0	1	0	1
TOTAL	**28**	**12**	**24**	**64**

In 2009, the U.S. Department of Education awarded 28 TQP grants, followed by 12 additional grants in 2010 and 24 additional grants in 2014. While grant recipients are located across the country, **California** has received the most grants, followed by **Illinois** and **New York**.

2014 TQP grants primarily focus on STEM education

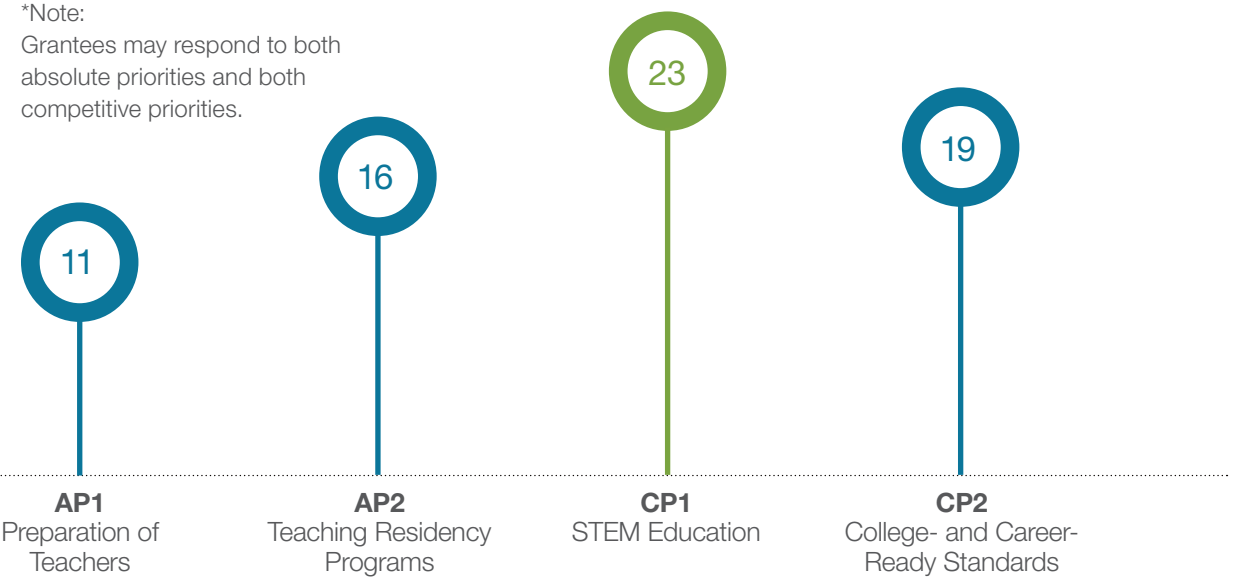
In his 2011 State of the Union address, President Obama set a goal of preparing 100,000 science, technology, engineering, and mathematics (STEM) teachers over the next decade. Representative of that goal, FY 2014's TQP competition focused on STEM teachers and increasing the participation of women, minorities, and people with disabilities in teaching STEM subjects. Of the 24 grantees in FY 2014, 23 indicated in their application that their partnership aimed to prepare teachers to teach subjects in STEM (Competitive Priority 1, CP1), and these partnerships will be used to prepare more than 11,000 teachers primarily in STEM (U.S. Department of Education, 2014).

One example of the partnerships designed to prepare STEM teachers is the Temple Teacher Residency (TTR), a partnership between Temple University, the School District of Philadelphia, and the American Paradigm of Charters. The TTR program, which mimics the model of a medical residency, is a new dual-degree program focused on STEM and allows teacher candidates who earn a bachelor's degree in a STEM field to also earn a master's degree in middle-grades education after completing a year in residency in either a Philadelphia public or charter school (Burton, 2014).

In addition to focusing on preparing STEM teachers, 19 of the grantees indicated that they would use their partnerships to prepare teachers to implement internationally benchmarked college- and career-ready standards (Competitive Priority 2, CP2). To prepare these teachers, 11 grantees indicated they would implement a teacher preparation program at the pre-baccalaureate or "fifth year" level that includes specific reforms in the IHE's existing teacher preparation programs (Absolute Priority 1, AP1), while 16 indicated they would implement teacher residency programs for individuals with strong academic or professional backgrounds but without teaching experience (Absolute Priority 2, AP2).

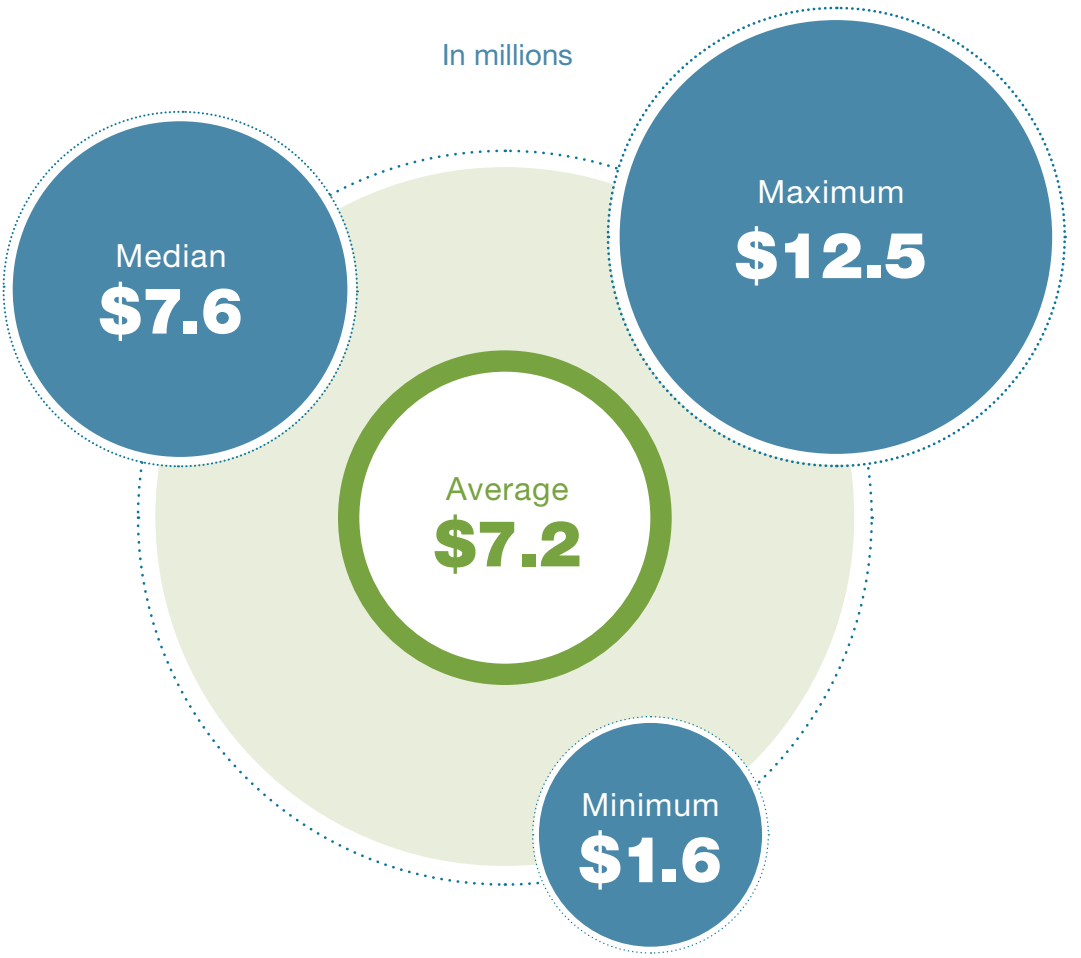
Most 2014 grants responded to **Competitive Priority 1:** Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

*Note:
Grantees may respond to both absolute priorities and both competitive priorities.



More than $35 million was awarded across the 24 FY 2014 grants. The average grant amount was $7.2 million, while the median was $7.6 million. The total amount awarded per grant ranged from $1.6 million to $12.5 million.

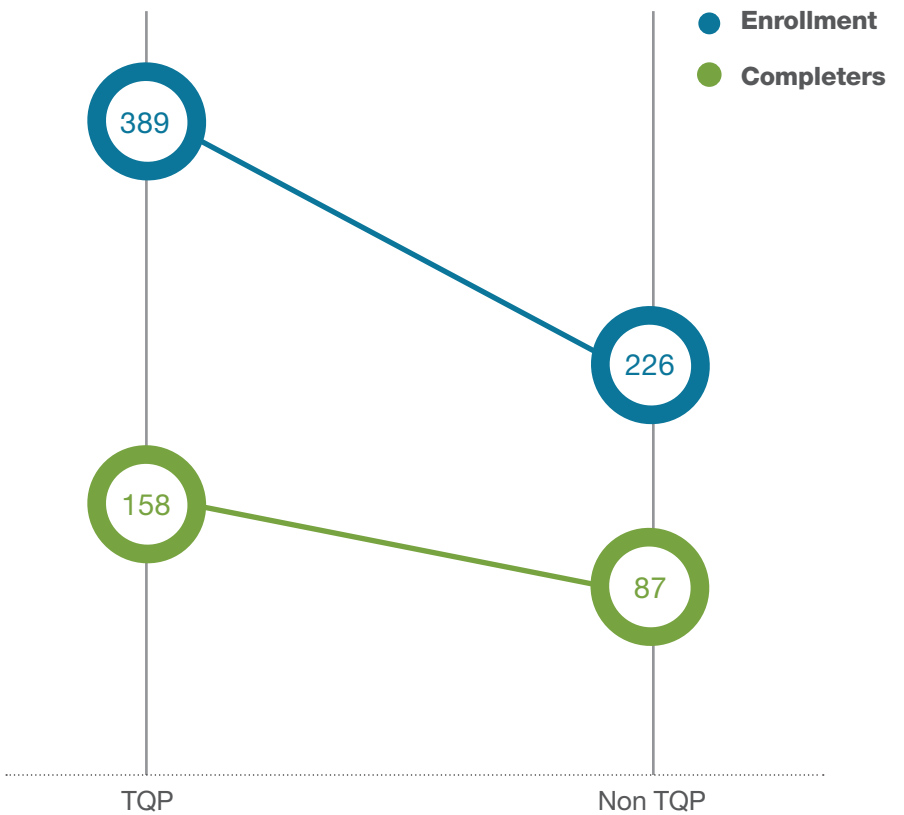
The **average** amount awarded to TQP grant recipients in 2014 was more than $7.2 million



Teacher preparation programs with TQP grants are larger than programs without grants

Teacher preparation programs that were awarded 2014 TQP grants have different enrollment characteristics than teacher preparation programs without grants. Programs with TQP grants are generally larger than those without. On average, programs with TQP grants enrolled 389 teacher candidates in AY 2012-13, compared to 226 at programs without TQP grants. Similarly, the number of program completers from programs with TQP grants recipients was higher; on average, programs with TQP grants had 158 program completers, compared to 87 for programs without TQP grants.

On average, programs with TQP grants had more **enrollees** and **completers** than programs without grants

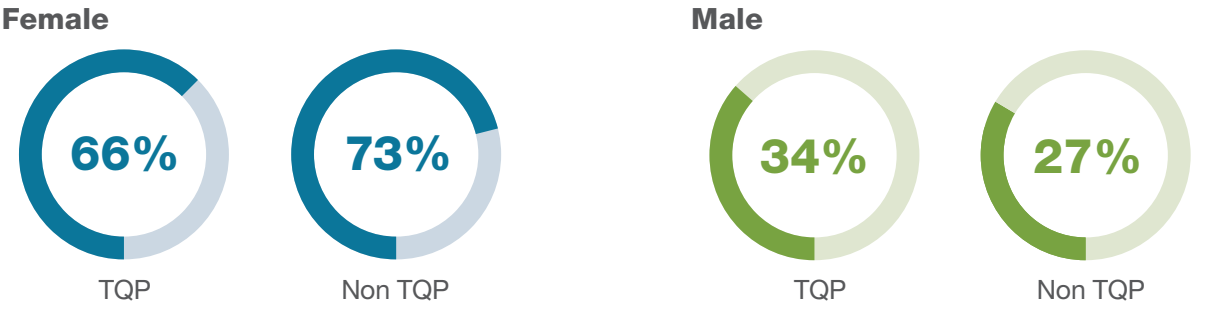


Teacher preparation programs with TQP grants enroll higher proportions of men and minorities than programs without grants

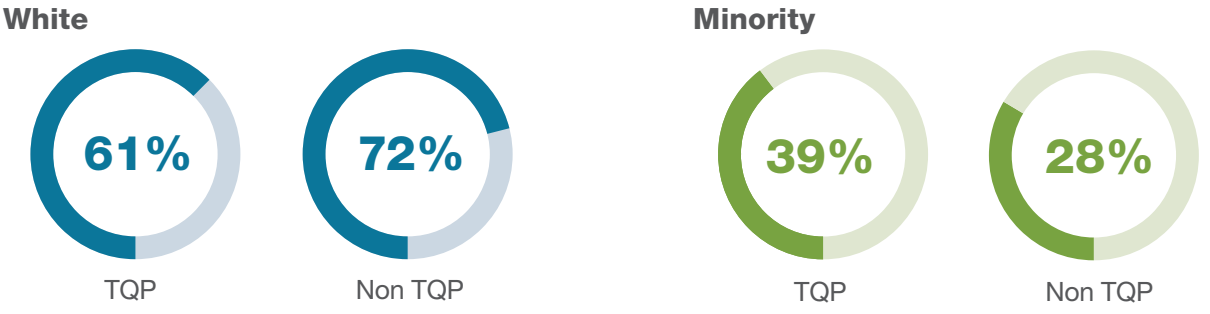
Teacher preparation programs with TQP grants differed in their gender and racial makeup in comparison to programs without the grants. On average, a third of enrollees in programs with 2014 TQP grants were men, while 27 percent of the enrollees in programs without grants were men.

In addition, a larger proportion of enrollees in programs with TQP grants were minorities. On average, nearly 40 percent of the enrollees in programs with TQP grants were minorities, compared to just 28 percent in programs without TQP grants.

On average, programs at TQP grant recipients enrolled higher percentages of **males** compared to programs without grants



On average, programs at TQP grant recipients enrolled higher percentages of **minorities** compared to programs without grants

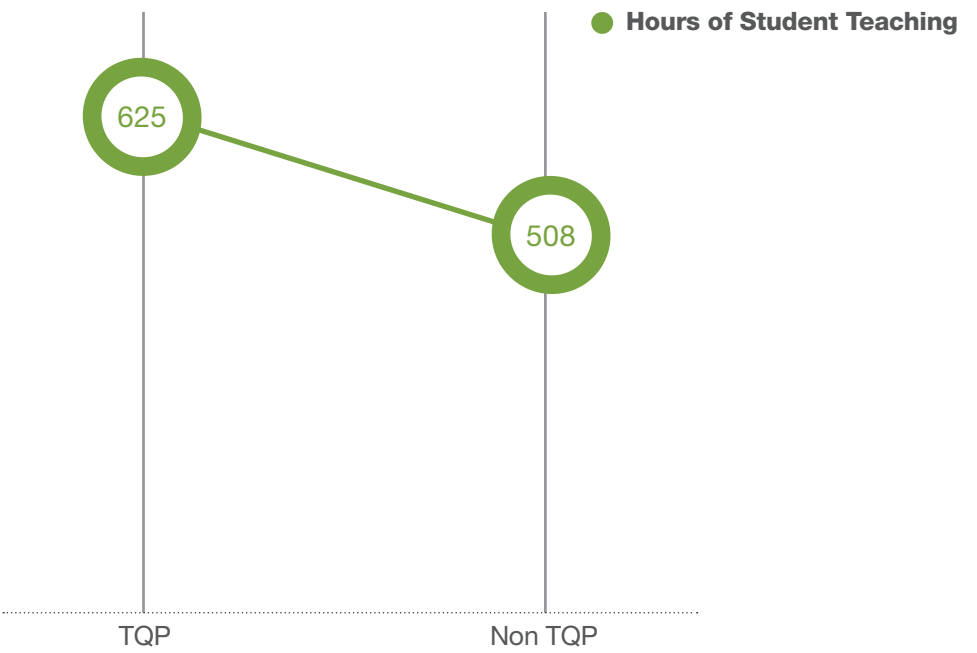


The differences in teacher candidates enrolled at programs with TQP grants versus those without is reflective of the goal of the TQP grant program to increase the participation of underrepresented groups in the teaching profession. For example, Fresno Unified School District, which has established a partnership with California State University-Fresno, wants, in part, to use its partnership to help its teaching staff to reflect the diversity of its students (Montemayor, 2014). In SY 2012-13, 51 percent of students in Fresno Unified School District were male, and 88 percent were minorities (U.S. Department of Education, 2013) in comparison, in AY 2012-13, 24 percent of teacher preparation program enrollees were male, and only 27 percent were minorities. Based on AY 2012-13 data, it appears that programs with TQP grants are doing a better job at recruiting underrepresented groups into the teaching profession.

Programs with TQP grants required longer student teaching experiences than programs without grants

The type of education received by teacher candidates in programs with TQP grants also appears to differ in comparison with programs that did not receive a TQP grant. Programs with the grants require more hours of student teaching; on average, they require 625 hours compared to 508 hours at programs at providers without the grants, a difference of more than 100 hours.

On average, programs at TQP grant recipients required more hours of **student teaching**



This difference may be reflective of TQP partnerships focusing on field experience. Teacher candidates in the TTR program spend 75 percent of their residency year teaching in a middle-grades classroom with direction from a cooperating teacher at the school and a coach at the IHE to help them gain practical experience and support to prepare them to be effective teachers (Burton, 2014). Similarly, the Science Excellence through Residency partnership between National Louis University, the Academy for Urban Leadership, Chicago Public Schools, and the Illinois Institute of Technology will implement the Adaptive Cycles in Teaching (ACT) model for teacher preparation. The ACT model combines cloud-based technology and intensive field experience to ensure that teacher candidates move beyond learning theory to gaining competency and learning through practice (Kennedy, 2014). Both of these programs reflect the goal of the TQP program to improve the quality of new teachers through strengthening their preparation experiences.

References

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Data Notes

Unless otherwise noted, the data in this issue brief reflect AY 2012-13 data reported through Title II HEA by all 50 states, the District of Columbia, American Samoa, Guam, Marshall Islands, Micronesia, Northern Mariana Islands, Palau, Puerto Rico, and Virgin Islands.

For more information, go to title2.ed.gov.

Data as of July 17, 2015.
Source: U.S. Department of Education, Office of Postsecondary Education.
Higher Education Act Title II Reporting System (2015).